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ANNUAL REPORTS
OF THE
SCHOOLS IN THE CITY OF CONCORD,
FOR THE YEAR 1879-80.



CONCORD, N. H. :
PRINTED BY WOODBURY & BATCHELDER.
1880.

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*Lowell Beck
Concord*

SCHOOLS IN THE CITY OF CONCORD,

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Beck
Concord*



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ANNUAL REPORT

OF THE

SUPERINTENDING SCHOOL COMMITTEE.

In presenting a report for the past year of the schools which have been under our charge, we are able to say that the work in them has been, in the main, well and profitably done. As heretofore, however, faults and shortcomings have been noticed, and undoubtedly we are still far from deriving the utmost advantage from the time and money expended in teaching. Nor is the loss altogether attributable to lack of aptitude on the part of the teachers, or to the indifference of pupils, but in many cases it is owing to a harmful influence exerted upon the school from without by those whose chief concern it should be to cherish and support it. This is no new discovery. It has been lamented in innumerable reports of our district schools.

The present system, under which teachers are selected by a Prudential Committee, whose office is shifted annually from one to another, is probably not the best that could be devised. It is hardly calculated to bring into service and sustain the best obtainable talent. But there are compensations about it, and certainly the efforts of all should be directed to so administering it as to bring out all the good of which it is capable. This result can only be reached by a subordination of all petty, personal prejudices and ends to a public spirit. There is a requisite of a teacher of the first class, which is

difficult to be ascertained in any candidate, namely, that tact and address which will in the most quiet way secure order and obedience in the school-room. The Superintending Committee has no scope for his judgment in the matter. In the absence of personal knowledge of candidates, his examination must be directed mainly to the studies proposed to be pursued. All do not possess this tact ; few in a high degree. While the Prudential Committee are bound to do their best to secure it, still it is inevitable that each year, under our present system, there must be some teachers whose fitness for their work in this regard is not what the parents of the pupils would desire. And it does not imply, necessarily, any fault. If there be fault of a serious nature, the law provides an adequate remedy in the removal of a teacher.

But where the case does not call for so harsh a remedy, or where the Superintending Committee, after examination, decide against removal, what is to be done? It is clearly a duty which every citizen owes to the public as well as to his children and himself, to render a teacher every assistance in his power. The influence of a parent over a child is assuredly strong enough to reach to the school-room. It should be felt there, always, on the side of order and obedience, supplementing and lightening the efforts of the teacher. And all the more care should be taken in this respect, where a teacher appears to stand much in need of it. No duty could be plainer, and it is nothing more than duty. Any other course is disloyalty to one of our most important institutions and leads after itself a train of evils. To lend eager ears to the complaints of children, and openly or tacitly to countenance in them a mischievous and rebellious spirit, is not only to turn to failure what might in nearly every such case be made, a moderately successful school, but it is sowing the seeds of insubordination and lawlessness for future harvests.

It has been our aim in superintending the work of teachers to impress the fact that the understanding should be reached, and that a drill in memorizing words is mostly wasted effort. The old practice, for instance, of teaching spelling by oral recitation only, and without reference to the meaning of words, is a very imperfect method. Teachers are, however, occasionally found, who seem never to have employed any other. More practice in writing has been encouraged. And teachers have shown a uniform disposition to carry out faithfully all such suggestions.

We would respectfully call the attention of the city government to the pecuniary wants of the districts under our charge, which have this year suffered much depression on account of the dwindling of their revenue. We believe that the division of the literary fund equally among the districts, as it once was divided, would be a step of great relief to us, and one of sound policy and substantial justice. The fact that the valuation of a district is relatively small is hardly an excuse for suffering its school to decay. It does not accord with our theory of society, that exclusive regard should be paid to wealth. It is our boast and should be our aim to furnish a good common school education to all children, whether rich or poor. And we believe that the schools that stand most in need of help should receive the most careful consideration.

We have to add a few remarks in detail regarding these schools.

DISTRICT No. 1.

The summer term was taught by Miss M. Anna Fiske. Previous to this term, she had had a fair amount of experience in teaching, and the fullness of her school brought it all into use. She labored faithfully with her scholars, who in turn made good progress in their studies.

The winter term was taught by Charles Alfred Morse. This was his first attempt at teaching, but his energy and perseverance soon supplied his lack of experience, and the scholars made good progress in their studies, the same as during the summer term. Both examinations were witnessed by a large number of parents and friends. Further experience cannot fail of making him a successful teacher. R.

DISTRICT No. 2.

Miss Mattie J. Flanders taught both terms of this school, one of eight and one of nine weeks, with a short vacation between, and completed her labors early in the season, for the reason that her services were needed elsewhere. She is a good scholar and a faithful teacher. The school made good improvement and appeared well when visited. R.

DISTRICT No. 4.

This school had but one term of ten weeks during the year, and that was under the charge of Miss Mattie E. Carter. She is quite young, and without much experience, yet she succeeded well with her work. This school is quite small of itself, but several scholars came in from other districts, which added much to the interest of the school. On the day of the examination we found good order, good recitations, and a good number of parents and friends. R.

DISTRICT No. 5.

This school is also composed of only a few scholars, but others came in from the adjoining district, which gave it a good standing in point of numbers. One term of twelve weeks constituted the school year, and was taught by Lizzie M. Gage, who holds rank as an experienced teacher. The people of the district seemed well pleased with her services and a good number were present at the close of the school. The order was good, and recitations all satisfactory. R.

DISTRICT No. 6.

The summer term of seven weeks was taught by Miss Lucie E. Page, a young teacher without previous experience. She is a good scholar and seemed interested in her work. Miss Sarah A. Winslow, the teacher of the winter term, is one of considerable experience, and seemed interested with her pupils, but there appeared to be a lack of energy on her part, which is an essential requirement in a school-room. The schools appeared well when visited, and the pupils did themselves credit.

R.

DISTRICT No. 7.

The school money in this district, with careful management, sufficed for two terms of but eight weeks each. The teacher, Mrs. M. W. Dow, was a resident of the district, and rendered valuable service. A tone of cheerfulness and content was evident at every visit to the school. The share which this district received of the school appropriation fell much below its usual proportion. Sixteen weeks of instruction was felt to be so inadequate to the real needs of young children, that by private effort sufficient money was raised to defray the expense of a third term of ten weeks, and a competent teacher was found in the district to take charge of the school.

F.

DISTRICT No. 8.

This is an interesting school, though smaller than would be expected in a district of such considerable extent. The teacher for the past year, Miss Carrie A. Corson, has shown a very decided aptitude for the training of small children, and the favor with which her work was received, was fairly earned by the pains which were taken to render the school hours bright and pleasant, as well as instructive. Children are naturally eager and enthusiastic, and if their studies can be presented to them in such a shape as to seem comprehen-

sible, and to excite their curiosity and interest, the battle has been almost won. No amount of lecturing will be so effective.

F.

DISTRICT No. 13.

The first term, commencing May 12, and ending July 3, was taught by Miss Lizzie M. Gage, of Fisherville. She is a painstaking, conscientious teacher, and her success in this school was fair. The school-house was thoroughly fitted up for the summer school, and but few school-houses in our rural districts are so beautifully located as this. In our visits to the school, we were pleased to see that the scholars were careful not to deface the clean walls or injure the desks by careless treatment. In this term, five pupils are reported as being present every day, and not tardy once.

The second term was taught by Miss Alma J. Morse, also of Fisherville. The term was short, but many of the pupils made good improvement. The teacher has been a member of the State Normal School, and in her management of the scholars she was successful in preserving good order.

The winter term was kept by Mr. C. H. Arnold. The business was not new to him, as he had taught several terms before. Mr. Arnold is a gentleman of refinement and culture, and he endeavored to do his best in a school somewhat difficult and peculiar. Entire harmony does not prevail in the neighborhood. A great diversity of opinion exists in regard to the proper management of schools. Of course, this causes more or less friction in the school-room. From frequent visits to the school, your committee fears that the teacher took counsel too much from his own gentle nature. With a more decided tone, a greater emphasis in exacting obedience to rules, and *dash* in his movements in the school-room, nothing more would be required to make him a most acceptable teacher. Your committee hopes to be pardoned

if he indicates what kind of a teacher the district ought to employ in their winter school: A gentleman who loves to teach, who is thoroughly conversant with all the text-books used in our common schools. He should be wide awake, with an eye to everything that is going on in the school-room, using proper discipline without fear or favor, nipping insubordination in the bud, permitting no answering back, exacting perfect obedience to the laws of the school, and earning the esteem of the pupils by equal and exact justice to all. Finally, in his theory of teaching, he should have three principles, viz: First, order; second, order; third, order. B.

DISTRICT NO. 14.

The first term was taught by Miss Sarah E. Sawyer, of Webster, a graduate of the State Normal School. With high qualifications as a teacher, she unites with them earnestness of purpose, a strong desire to benefit her charge, and manner at once dignified and yet winning to the pupils. Wherever she has taught, both scholars and committee like to engage her service for repeated terms. The closing examination of the school was very interesting and showed good improvement. Not the least pleasant part of it was the singing. Some good specimens of book-keeping were exhibited.

The fall and winter term was taught by Miss Cora E. Putney, of Webster. She had been a member of the Normal School. Her scholars made good progress, and the school presented a good appearance both during the progress of the term and at the close. There was a marked improvement in reading. The pupils who attended to book-keeping in the preceding term made excellent progress in the same during this term. Penmanship was not neglected, but stated seasons were devoted to it, and on the last day of the school the copy-books were passed around and the parents

were much pleased at their tidy appearance. Three pupils in this term and the preceding were present every day without being tardy.

B.

DISTRICT No 15.

Miss Sarah H. Kendall was the teacher during the first term. She has had considerable experience as a teacher. Singing was much attended to, and an instrument in the school-room was a great aid therein.

The fall and winter term was under the charge of Miss Nellie S. Brown, of Loudon. Miss Brown is a born teacher, having inherited from her father, long known as a successful instructor, the tact necessary to make teaching pleasant and profitable. Her examination by the committee was satisfactory. Her answers were clear and she understands the spirit as well as the letter of the text-books. Her manner in the school-room is quiet, and yet there is that in her eye and tone which enforces obedience to the requirements of the teacher.

The closing exercises of the school were witnessed by some of the parents, who were well pleased. The voters of this district owe it to themselves and to the many bright scholars that belong to it, to vote money to tear down the present school-house and build another on its site, more in keeping with the advanced ideas on education which prevail at the present time. Three scholars are recorded on the roll of honor for their presence every day in school.

B.

DISTRICT No. 16.

The arrival of a new family in this district during the past year necessitated a term of school. There had been none the year previous. The school consisted of four children from the same family. Their time was profitably spent on the very rudiments, principally reading and spelling. Their teacher was Mrs. Julia E. Curtis, a resident of the district.

F.

DISTRICT No. 18.

This district, which last year employed three teachers, has this year contented itself with but one, Miss Jane Cook, of Wakefield, N. H., whose large experience in the training of children was evident from the orderly manner in which the exercises of the school were conducted, and the habit of precision in thinking and speaking which was sought to be inculcated. If greater pains could be every where taken in this respect, the results in our district schools would be far different. It is a just cause for regret among those interested in these schools, that their money can pay for so few weeks of instruction. How important it is that these weeks should be utilized by the thorough teaching of a little, and not wasted by a careless hurrying over many things. And then the habit of understanding what one says and weighing words before they are uttered is an end of itself, which a teacher should have constantly in view.

F.

DISTRICT No. 22.

This district was fortunate in securing the services of Miss Caroline E. Buxton, as teacher during the summer term. She was for nearly two years a member of the State Normal School, of Worcester, Mass., but, by reason of ill-health, failed to graduate. She is a good scholar and passed a very successful examination. Her method in the school-room is well calculated to bring out the best efforts of the pupil, and she was successful in winning the respect of every member of the school.

Mr. J. M. Marden taught the fall and winter term. This is the second term he has taught this school, which shows that the appointing power has confidence in him. Mr. Marden is a very ambitious young man, and while not teaching, he is attending good schools in order to be thoroughly fitted to instruct youth. The school made good progress in

many branches, showing a decided improvement over the school one year ago. The closing afternoon brought out a very large number of the parents and friends of the school. The exercises consisted of the usual examination in studies, assisted by a liberal use of the black-board, singing, declamations, select readings, and dialogues. One young lady, laboring under the disadvantage of ill-health, but having a disposition to know every thing contained within the lids of her Arithmetic, sustained a long and critical examination of the rules therein, and did not miss a single answer. The record of the teacher shows that during the term of thirteen weeks, thirty-four visits were made to the school, mostly by residents of the district. The school-house is one of the best in Ward 2, commodious and pleasant, but it might be made more attractive by a liberal use of paint, and white-wash of the improved kind. Six pupils were found in their places every day without being tardy.

B.

DISTRICT No. 23.

No scholars from the Concord part of this district have attended this school, and in turn the teachers have not presented themselves to this committee for examination. The school has been entirely controlled by the Bow portion of the district, who alone have availed themselves of its benefits. Owing to an accumulation of money while the school-house was building, the district has been able to have three terms, amounting to thirty-five weeks. The teachers were Miss Sarah M. Hammond, Annie I. Ballard and M. Abbie Colby.

F.

DISTRICT No. 24.

Unlike the case of the district last named, this is a union from which Concord has derived substantial benefits; the town of Hopkinton having furnished more than four-fifths

of the school revenue for the past year. Miss Ella M. Smith, of Concord, had charge of the school during the summer term, and Harvey L. Boutwell, of Hopkinton, during the fall and winter. Both teachers were well known to the people of the district, of which they are themselves residents. Their best efforts were expended in the discharge of their duties and met with success and appreciation. This school has for several years enjoyed uniformly good instruction, and the children in it are evidently gaining ground. F.

We append a table of statistics required of us by law.

STATISTICAL TABLE.

No. of District.	Terms.	TEACHERS.	Number of Weeks.	Number of Scholars.										Number between 5 and 15 not attending any school.	
				Number in Arithmetic.	Number in Reading.	Number in Spelling.	Number in P'namanship.	Number in Geography.	Number in Grammar.	Number in Composition.	Number in History.	Number in Algebra.			
1	1	M. Anna Fiske.....	10	16	7	16	16	12	8	4	1	1			
	2	Charles A. Morse.....	10	24	15	24	24	15	10	7					
2	1	Mattie J. Flanders.....	8	13	11	13	13	10	8	2	3			3	3
	2	Mattie J. Flanders.....	9	16	13	16	16	10	8	3	3				
4	1	Mattie E. Carter.....	12	8	5	8	8	4	5	4	4				
5	1	Lizzie M. Gage.....	12	9	9	9	9	9	7	3	4				
6	1	Lucie E. Page.....	7	8	7	8	8	5	5	3	2				
	2	Sarah A. Winslow.....	7	9	7	9	9	6	5	3	2				
7	1	Mrs. M. W. Dow.....	8	18	12	18	18	11	10	5					
	2	Mrs. M. W. Dow.....	8	16	12	16	16	13	12	5					
8	1	Carrie A. Corson.....	9	12	9	12	12	9	8	4	7	6	3		
	2	Carrie A. Corson.....	12	12	10	12	12	10	8	3	6	3	2		
	3	Carrie A. Corson.....	7	8	8	8	8	8	3	6	3		3		
13		Lizzie M. Gage.....	8	22	11	22	22	6	9	6					
		Alma J. Morse.....	6	21	11	21	21	6	8	5					
		Charles H. Arnold.....	7	28	16	28	28	6	10	7					
14		Sarah E. Sawyer.....	8.4	14	4	14	14	8	2	4			1		
		Cora E. Putney.....	13	15	5	15	15	8	4	4	1				
15		Sarah H. Kendall.....	10	15	12	15	15	12	6	6					
		Nellie S. Brown.....	10	17	14	17	17	14	11	8					
16	1	Mrs. Julia E. Curtis.....	15	4	2	4	4	2	2						
18	1	Jane Cook.....	10	28	20	25	25	12	12	7	4				
	2	Jane Cook.....	10	28	20	25	25	12	13	5	2				
22		Caroline E. Buxton.....	8	18	14	18	18	8	4	4			5		
		J. M. Marden.....	13	26	17	26	26	7	6	6			2		
23		No Concord scholars.													
24	1	Ella M. Smith.....	9	3	3	3	3	2	3	1					
	2	Harvey L. Boutwell.....	12	6	6	6	6	6	5	2					

Respectfully submitted,

WM. W. FLINT,
 ABIAL ROLFE,
 WM. K. BARTLETT.

TWENTY-FIRST ANNUAL REPORT
OF THE
BOARD OF EDUCATION,
OF
UNION SCHOOL DISTRICT.

The Board of Education respectfully submits this, its twenty-first annual report.

Thirty-one schools, within the limits of Union School District, have been taught during the past year, by thirty-six teachers, including those of music and drawing. It is not necessary, here, to speak of the individual merits of the teachers of our schools. It is sufficient to say, they are all faithfully endeavoring to meet the requirements of their high calling, with a measure of success, that will well compare with that of other instructors, similarly situated. Most of them have their schools well under control. The discipline has generally been judicious, denoting a good endowment of common sense, an essential qualification of the teacher.

RULES AND REGULATIONS.

The rules and regulations adopted by the board for the government of our schools require the board to hold a regular meeting on the first Saturday evening of each month, at which any citizen of the district may be present.

The teachers are required to make themselves familiar with these rules and regulations, and cheerfully to co-operate with the Superintendent in securing their enforcement. They are to strive to persuade their pupils to avoid idleness, profanity, falsehood, deceit and every wicked and disgraceful

practice ; and to cherish the principles of industry, sobriety, frugality and a sacred regard for truth. They are to maintain a *kind* and *judicious* discipline at all times in the school-room, and any neglect or failure in this respect will be considered good cause for dismissal.

It is made the duty of each teacher to report to the Superintendent in writing, within two days of its occurrence, each case of corporal punishment, giving the name of the pupil, date, cause, and manner of punishment ; and in no case shall such punishment be administered within twenty-four hours after the offence. But, in extreme cases, when immediate action is necessary, the teacher may dismiss the scholar for the day and immediately report the case to the parents, and to the Superintendent. And those teachers who secure good discipline, without resorting to corporal punishment, other qualifications being equal, will receive the preference in promotions and appointments.

RECONSTRUCTION OF THE BOUNDARY LINES BETWEEN OUR SCHOOLS.

In consequence of the crowded condition of some of our schools, and the limited number in attendance in others, especially in the primary and intermediate grades, (some of these schools having between sixty and seventy scholars, and others less than thirty,) it was found necessary to change the boundary lines so as more equally to distribute the scholars among the several schools. This was a very difficult work ; for in some cases the new lines necessarily ran so near some of the school-houses as to exclude scholars living within a stone's throw of those houses, where they had been accustomed to attend school, and where they had formed strong attachments to the teacher and to their fellow pupils. It was found next to impossible to persuade some of these scholars or their parents, that this was a work of necessity, and not of

arbitrary and despotic power. We could see no relief for these schools but to reconstruct them, or to establish a new school, which would be attended with great expense, and which, very probably, the district would not approve. In making these changes, it was found practicable and in the interest of economy to remove the Intermediate school from the Spring street house to the Chandler; thus vacating one of the poorest school-rooms in the district for one of the best, and saving a large proportion of the expense of heating the vacated room, for it costs but little more to heat the third room in the Chandler house with steam, than the two previously occupied.

SICKNESS IN THE SCHOOLS.

Some of our schools have been considerably embarrassed with sickness, especially during the last two terms. In the fall term there was much excitement in the vicinity of the Rumford school, in consequence of a few cases of diphtheria; some of which proved fatal. This excitement was much intensified by a communication from our city, published in the *Boston Journal*, reading as follows:

“Concord, N. H., Nov. 14.

A regular physician of this city says that yesterday, three children lay dead from diphtheria within a stone's throw of the Rumford Grammar school-house in the sixth ward, and that others were now sick in the vicinity. He further stated that he believed the sickness to have resulted from neglect in not cleansing the vaults of the school building. There are fears that diphtheria will become epidemic in that neighborhood.”

The Board, satisfied that no cause for the prevalent sickness could be found in the school buildings referred to, (for the vaults had been thoroughly cleansed about three or four

weeks before,) to allay the excitement, requested the Board of Health to examine the premises and report. The following is their report :

“ This certifies that we have made a careful examination of Rumford school building, and find it free from any unhealthy influences.”

GEORGE COOK,
JOHN CONNELL,
Board of Health.

The reports of mortality at the city clerk's office for the week of the occurrence of this event, show but one case of diphtheria in the entire city ; and that only *one* of the three children who died in the sixth ward, in that week, was of school age. Towards the close of the winter term, considerable sickness appeared in the vicinity of the Merrimack school, and some were disposed to attribute the cause to a neglect of the vaults in that building ; but an examination of the premises proved them to be in a good sanitary condition.

It is not surprising that parents should be more or less alarmed when sickness, like diphtheria, which so often proves fatal, visits the neighborhood of their homes ; but we should be always careful of assigning it a cause which will tend to increase the excitement and greatly injure some public interest, like our common schools, without a thorough and satisfactory examination into the facts of the case.

SCHOOL BUILDINGS.

We have now six first-class school-houses, each containing four well arranged school-rooms, beside accommodation for the High school in the centre of the district. These houses are situated nearly on a line with each other, extending from the north to the south end of the district, and in such prox-

imity, as best to accommodate the pupils attending these schools. Besides these, we have six less pretentious, but very comfortable houses, where schools are maintained, which, so far as human foresight can show, will afford us ample school accommodations for many years to come. These buildings will need occasional repairs, like all other things liable to injury and decay. The school-house yard on Spring street is more or less flooded in certain seasons of the year by waste water escaping from the buildings west of the school-house, and on the east side of Rumford street, which should be conducted by a proper drain pipe, under the surface of the ground, through the school yard to the city sewer.

We referred in our report of last year, to the importance of removing the private walks of the High school building, into the basement, and of connecting the vaults with the city sewer. An appropriation of six hundred dollars was made for this purpose. We secured a plan for the work, advertised for proposals; three were handed in, but each of them was several hundred dollars above the appropriation. We did not feel justified under the circumstances, to proceed with the work, and the appropriation remains unexpended, except so much as was necessary to pay for the plan above referred to, and advertising for proposals. We recommend that an additional appropriation be made, and that the much needed work be done during the long summer vacation.

The south-east corner of the High school building, has from some cause, settled so as to produce a large crack in the wall, extending from the foundation to the eaves of the building. It is thought the crack is slowly increasing; if so, it will soon endanger the entire structure. The only sure remedy that appears, is to take out the shattered corner, and go down with the foundation to solid ground and build up anew. It is estimated that the whole expense will not exceed

two thousand dollars. The school property on Myrtle street remains in the hands of the Board of Education. The windows have been boarded up to protect them from mutilation by rude boys. An agent should be appointed to sell and convey this property, and to apply the proceeds towards paying the debts of the district.

CHECK-LIST.

On the thirty-first day of January last, a petition was presented to the Board of Education, signed by thirteen legal voters of the district, asking the Board to make a check-list of the legal voters of the district, to post and correct the same, as selectmen in their respective towns are required to do, for the use of the district at its next annual school meeting. Subsequently, on the twenty-fifth day of February, a written request of Benjamin E. Badger, and three others, was presented to the Board, asking that their names be withdrawn from said petition. The petition, and the paper asking for the withdrawal of certain names from said petition, were referred by the Board to a special committee, to consider and report. The following is their report :

“The committee of the Board of Education, to whom was referred the petition of Nath’l White and others, that a check-list of the legal voters of the district be made ; and the written request of B. E. Badger and others, asking that their names may be withdrawn from said petition, *Report*, That said petition, signed by thirteen legal voters, was presented to the Board the last day of January ; that on the eighteenth day of February, the Board proceeded to comply with the prayer of said petition as they were legally required to do ; that on the twenty-fifth day of February, the written request of Mr. Badger, and three others, was presented to the Board, asking that their names be withdrawn from said petition ; and the question presented to us is : Does the withdrawal of these

names relieve the Board from the necessity of complying with the prayer of said petition?

Our opinion is, that the petition having been presented to, and acted upon by the Board, it is too late for the petitioners to withdraw their names, and such attempted withdrawal does not relieve the Board from complying with the prayer of the petition."

JOHN H. GEORGE,
CHARLES P. SANBORN,
A. B. THOMPSON,
WARREN CLARK.

We believe we have faithfully performed this duty which the law made obligatory upon us. The result is before you.

We here subjoin the usual statistical tables showing the number of pupils enrolled, the average monthly enrollment, the average attendance, and the number of cases of tardiness in each school, together with a list of the teachers, and a list of the graduates of the past year.

TABLE OF ATTENDANCE.

SCHOOLS.	Whole number attending during the year.			Number attending, less promotions and transfers.			Average monthly enrollment.	Average attendance for the year.	Per cent. of attendance based upon monthly enrollment.	Cases of tardiness.
	Boys.	Girls.	Total	Boys.	Girls.	Total				
High.....	78	92	170	69	78	147	123	118	96	184
GRAMMAR.										
Walker.....	28	24	52	21	21	42	34	31	91	9
Merrimack, 1st.....	29	37	66	22	23	45	42	39	93	19
Merrimack, 2d.....	43	31	74	37	20	57	50	45	90	91
Centre, 1st.....	25	40	65	18	29	47	40	37	92	42
Centre, 2d.....	41	39	80	32	29	61	54	49	91	62
Chandler.....	25	24	49	25	23	48	47	44	94	61
Rumford, 1st.....	31	32	63	24	26	50	38	36	95	32
Rumford, 2d.....	38	39	77	25	27	52	45	41	91	25
Penacook, 1st.....	30	28	58	25	23	48	37	36	97	20
Penacook, 2d.....	37	43	80	30	32	62	55	48	87	30
	327	337	664	259	253	512	442	406	92	391
INTERMEDIATE.										
Walker.....	42	30	72	33	19	52	43	39	91	84
Merrimack.....	37	49	86	25	28	53	50	45	90	15
Union Street.....	35	27	62	21	20	41	34	32	94	79
Centre.....	31	51	82	16	36	52	47	43	90	40
Chandler.....	40	35	75	32	28	60	52	47	90	98
Rumford.....	37	47	84	24	33	57	48	43	90	41
Penacook.....	37	39	76	25	27	52	46	42	91	60
	259	278	537	176	191	367	320	291	91	417
PRIMARY.										
Walker, 1st.....	35	30	65	24	22	46	40	35	88	79
Walker, 2d.....	45	42	87	37	33	70	43	35	80	46
Franklin Street.....	40	41	81	32	28	60	55	47	85	209
Merrimack.....	41	38	79	33	27	60	49	42	86	117
Union Street.....	40	23	63	30	22	52	40	34	85	84
Centre.....	38	36	74	33	22	55	43	40	93	20
Spring Street.....	43	33	76	38	24	62	54	50	92	61
Chandler.....	41	38	79	29	26	55	51	47	92	137
Rumford.....	36	46	82	23	29	52	48	44	92	72
Penacook.....	35	48	83	26	33	59	51	47	92	40
Fair Ground.....	30	25	55	23	21	44	40	35	88	60
	424	400	824	328	287	615	514	456	89	925
MIXED.										
Plains....	16	18	34	13	17	30	21	17	81	16
Bow Brook.....	19	32	51	16	25	41	35	30	86	69
	35	50	85	29	42	71	56	47	84	85
	1123	1157	2280	861	851	1712	1455	1318	91	2002

PUPILS.

Whole number attending, less promotions and transfers :

	1878-9		1879-80	
	BOYS.	GIRLS.	BOYS.	GIRLS.
High school, . . .	68	77	69	78
Grammar schools, . . .	224	223	259	253
Intermediate schools, . . .	152	157	176	191
Primary schools, . . .	345	313	328	287
Mixed schools, . . .	17	38	29	42
	<hr/>	<hr/>	<hr/>	<hr/>
	806	808	861	851

Total,	1614	1712
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AVERAGE DAILY ATTENDANCE.

	1878-9	1879-80
High school,	117	118
Grammar schools,	331	406
Intermediate schools,	251	291
Primary schools,	517	456
Mixed schools,	46	47
	<hr/>	<hr/>
	1262	1318

Per cent. of punctual attendance,	90.8	91
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Number of tardinesses, . . .	1416	2002
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Average for each pupil in attendance for the year,88	1.16
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LIST OF TEACHERS.

<i>Schools.</i>	<i>First Term.</i>	<i>Second Term.</i>	<i>Third Term.</i>
High.....	{ John L. Stanley. Laura Carlton. Anna L. Savil. E. A. Foster.	John L. Stanley. Laura Carlton. Anna L. Savil. Kate B. Eastman.	John L. Stanley. Laura Carlton. Mary F. Redington. Kate B. Eastman.

GRAMMAR.

Walker.....	Mary S. Stubbs.	Mary S. Stubbs.
Merrimack, 1st.	Abbie C. Cochran.	Abbie C. Cochran.
Merrimack, 2d.	Ellen A. Folger.	Ellen A. Folger.
Centre, 1st.....	M. W. Haley.	Kate P. Blodgett.
Centre, 2d.....	Kate P. Blodgett.	Lucy A. Bartlett.
Rumford, 1st....	J. E. Hodgdon.	J. E. Hodgdon.
Rumford, 2d....	Ida B. Clarke.	May A. Cogswell.
Chandler.....	C. A. Haley.	C. A. Haley.
Penacook, 1st..	Pauline L. Bowen.	Pauline L. Bowen.
Penacook, 2d..	M. J. Young.	C. A. Sanborn.

INTERMEDIATE.

Walker.....	Sarah F. Ballard.	Sarah F. Ballard.
Merrimack....	Annie R. Cox.	Mary C. Fellows.
Union street...	Susan R. Moulton.	Susan R. Moulton.
Centre.....	Isabelle F. Nutter.	Isabelle F. Nutter.
Spring street...	Ida A. Morrison.	Ida A. Morrison.
Chandler.....	C. A. Thompson.	C. A. Thompson.
Rumford.....	Annie M. Osgood.	Annie M. Osgood.
Penacook.....		

PRIMARY.

Walker, 1st....	Annie J. Newton.	Annie J. Newton.
Walker, 2d....	Lizzie A. Palmer.	Lizzie A. Palmer.
Franklin st....	Addie F. Straw.	Addie F. Straw.
Merrimack....	Abby F. Bosworth.	Emma O. Curtice.
Union street...	Florence A. Young.	Nettie B. Rand.
Centre.....	Alice T. Couch.	Alice T. Couch.
Spring street..	Amelia W. Gordon.	Amelia W. Gordon.
Chandler.....	Etta A. Kimball.	Etta A. Kimball.
Rumford.....	Mary C. Caswell.	Mary C. Caswell.
Penacook.....	Hannah E. Bell.	Hannah E. Bell.
Fair Ground...	H. M. Farnsworth.	H. M. Farnsworth.

MIXED.

Plains.....	Nettie B. Rand.	Fannie E. Jeffers.
Bow Brook....	Etta F. Smythe.	Mary J. Gannon.

SPECIAL.

Music.....	John Jackman.	
Drawing.....	Ada L. Cone.	Ada L. Cone.

LIST OF GRADUATES.

English Course.

Frank E. Gale,	George D. McCauley,
Fred L. Smith,	Thomas P. Wadleigh,
Luvia G. Annable,	Helen E. Ballou,
Lizzie F. Keenan,	Carrie E. Stewart,
Alice P. Wyman,	Edith E. Rich,
Addie F. Rowell.	

Academic Course.

Herbert C. Cummings,	Frank O. Manning,
Howard P. Merrill,	Henrietta B. Clarke,
Lizzie M. Hancock,	Emma F. Hoit,
Jessie Marshall,	Mamie A. Nealley,
Mary A. Seavey,	Carrie E. Stanyan.

Classical Course.

Charles O. Hart,	Albert L. Smith.
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RECEIPTS AND EXPENDITURES.

The following summary of the report of the Financial Agent, shows the total receipts for the support of schools, and the expenditures :

RECEIPTS.

Balance of cash from last year,	\$857.04
Portion of school money for Union School Dist.,	15,491.00
Extra money raised in Union School District,	4,509.00
Special appropriation for Maps, &c.,	200.00
Literary Fund,	668.74
Tuition,	157.66
Total,	<hr/> \$21,883.44

EXPENDITURES.

Teachers,	\$16,649.94
Care of Houses,	642.20
Cleaning Houses,	71.37
Fuel,	941.27
Superintendent,	1,200.00
Insurance,	237.50
Supplies,	888.44
Repairs,	244.63
Miscellaneous,	346.36
Check List Expense,	244.75
	<hr/>
	\$21,466.46

CONCLUSION.

We believe our schools are making commendable progress in the right direction. Most of our teachers are not only capable and faithful. but experienced in their work.

The Superintendent is thoroughly acquainted with every department of his work, and has faithfully discharged the duties of his office the past year, to the full satisfaction of the Board. For a more full and detailed statement of the condition of our schools, we refer to the Superintendent's report, which is here presented.

SUPERINTENDENT'S REPORT.

Gentlemen of the Board of Education:

In compliance with the rules of the Board, I respectfully submit my sixth annual report.

CONDITION OF THE SCHOOLS.

During the last year, as heretofore, the ever present object has been to secure steady improvement in your schools. It may have been slow ; but there is little doubt it has been healthy and readily perceptible to those observing the process. We have been making no experiments ; have attempted no “ new departure.” Old theories and methods tried in the past, and in many respects found wanting, may appear well under a new garb to those who do not recognize them, and are ever searching for a quick, sure, and eminently easy way of education. But it does not seem wise to leave at once the beaten tracks, familiar and leading to good results, to follow after any theories, new or old, whether invented by newly fledged theorists, or renewed by some Rip Van Winkle. Wiser it is to improve surely and steadily, to strengthen and develop what we have, than to demolish and annihilate. Exactly what is best, is far from being now determined. It is no small matter of surprise, how many who never taught, and never visit schools, are suddenly inspired to point out to life-long students of the theory and practice of teaching, the only true and direct path for youthful feet to the temple of knowledge. The annual revival in school interest—the annual meeting in March—usually brings forth these buds of great promise in numbers, but they wither and die, and disappear in spite of April's genial sunshine and shower.

While your schools are not perfect, they are better than they were. They still need to be fostered with a parent's care. Their faults will be best corrected in a quiet, firm and orderly way. They will not become perfect by constantly announcing their perfection. They never can be. But striving after perfection will bring its reward. They can be, and certainly are seriously damaged by continually berating them. Constant scolding at them is as unprofitable as constant scolding at children. Commendation of their good qualities, is as profitable and encouraging as commendation of the good traits, deeds, and intentions of children.

Our school-rooms are always open to visitors. They are ever welcome. Teachers well understand how greatly the child's interest in school is increased by the parent's interest in the same. They feel the lack, not only of a parent's interest, but of a parent's encouragement. Much of the complainings now given attentive ear, would pass unheeded if the path to the school-room were more frequently trodden by parents. Misunderstandings will arise. All are human. Has wrong been done? In a spirit of candor and kindness it should be pointed out. With promptness and cheerfulness it should be remedied. It may appear that no injustice has been intended, and none done, when both sides of a story are heard. Not that children design to falsify. They may not have seen or heard all. In their recital, omissions may be made which place the affair in an entirely different light. It is so with adults; why not with children? In school matters, as to schools, school officials and teachers, there may yet be some little propriety in adopting the same course as pursued with other presumed offenders—grant them a trial before sentence and execution.

There has been a general improvement in the schools in the following respects: They are equally orderly, better graded, and generally better taught. A judicious discrimin-

ation by the committees in deciding upon promotions, has very much aided in getting and keeping our schools as thoroughly graded as can reasonably be expected. The number of pupils who failed of promotion at the close of the school year was very small, showing uniformity of progress among pupils, and skillful management by teachers of the few who lack application or ability. System does not require disregard of time, place and circumstances, as some seem to think. It is made to apply to what is general and ordinary. The special and extraordinary are exceptions. It is a systematic application of a system to make it conform to the demands of the exceptional cases ; and any system not having sufficient elasticity in it to meet these cases, is unnatural and should be reconstructed.

A servile adherence to form, and to a love of uniformity, carried to the extreme, has in not a few localities, brought disrepute upon systems of grading and promoting. Comparison of your plan with those adopted elsewhere, will convince any one of its superiority to most others, in one important respect. It takes into the account not only the " results obtained," but the " fidelity" of the pupil and his " efforts to secure success" during the entire year, instead of determining his status by a single examination. It discourages any extraordinary drill for a special examination, and encourages diligent and careful study and teaching daily, with daily and occasional reviews. It calls for the best work of both teacher and pupil in every exercise of every day, and may justly be considered one of the most important instrumentalities for keeping the material to be wrought upon in the best condition to receive benefit from the moulding influence of the teacher ; and our High school owes to some extent its present prosperous and satisfactory condition, and its reputation for thoroughness of instruction, to means you have taken to have its pupils well prepared for the advanced work.

TEACHERS.

Any teacher, who enters a school solely to secure a teacher's pay, with little love for the work, or for those who are there, who orders all things according to personal convenience, and regards the occupation as drudgery, longing for its close, must inevitably fail. If pupils of average ability could, unaided, see or realize a personal benefit resulting from school work, the case might be different. But a lesson is too often looked upon as a task given to annoy by a superior and aggravating power. Keen and wide awake, they see no reason why they should interest themselves in what does not interest their teacher. And the idea of making children learn by compulsion cannot and should not be entertained. One cannot whip a lesson into a child, and the attempt disgusts the delinquent, tempts him from school, the scene of his troubles, makes him a truant, and probably a loungeur upon the street corner. Ordinary children will not apply themselves unless they see, or think they see, a personal profit, a future benefit, a help towards independence, in the task before them. Their incentive largely lies in the pleasure and profit of having knowledge for the sake of using it. A task tedious and joyless to the teacher, will be tedious and joyless to the pupil. A duty pleasant, animating, exciting, and power producing to teacher, will be equally so to pupil. If any school, as a whole, takes a positive, lasting pleasure in any exercise, it is because the teacher does so; if it is attentive, it is because its attention is drawn by an attentive teacher to something worthy of attention.

The time has gone by for a dull and unchangeable routine of daily school work, varied only by indifference to obedience, and rebukes and punishments to disobedience. Such routine lacks power to instruct because it lacks power to attract and interest. The teacher who adopts it becomes discouraged,

disheartened and disgusted at the perverseness of child-nature, while the pupils become equally discouraged, disheartened and disgusted with school life.

I confess to an entire lack of sympathy with a class of teachers, altogether too large I believe, who can see nothing in teaching but giving out and hearing lessons, and keeping order. Most of this class, by closely sticking to a text-book, and drawing from it, or measuring by it, all their knowledge of the subject, and not even deigning to correct its manifest errors, compel their pupils to believe that no superior intellect guides them. Day after day they enter upon their work with no special preparation, no definite plan, no pre-determined method. They trust all to inspiration that never comes. In intellectual growth they are the same yesterday, to-day and to-morrow. Such teachers are dear at any price. If failure comes, as it must sooner or later, they point to their fetters, fastened upon them by cruel school officials. "Their individuality was crushed out." "They couldn't be themselves." True individuality will always assert itself. It is a law unto itself, and rejects outward guidance, if it impedes. If it does not assert itself, it is a fraud.

In schools under your charge, no such excuse should be entertained for a moment. It is true, you have prescribed a course of study, and a daily order of exercise. The course does limit the branches to be taught, and designate to some extent the topics to be considered. These restrictions only aim at keeping teachers within certain prescribed limits as to the "subject of recitation." But your regulations say they "shall not be construed as debarring any teacher from presenting any additional illustrations and suggestions pertaining to the subject of the recitation." Nor should it be said there is no time for these things. If matters of little or no importance, learned only to be recited, are, as they should be, omitted, and the attention of the class and the

efforts of the teacher directed only to the more valuable portion, there is ample time for most teachers to present daily as much "additional" matter as the class can retain and digest. The truth is, it is not so often the amount of work which uses up the time of teachers who are always hurried, as a defective method of doing it. They always will be hurried until they consent to a change in methods.

The present and future temporal welfare of forty or fifty children is of far greater importance than the present ease and comfort of their teacher. And in the discharge of my duty, in this respect, an unpleasant and unwelcome one, the best interest of the children has been uppermost in my mind.

It is an expensive process for any district, and frequently a disastrous one for the children, to try to prepare teachers for the proper discharge of their duties by giving them employment, and allowing them to experiment for even a term. In schools large and difficult to manage, the employment of teachers having received no special training, and only a term or two of questionable "experience" in a country school of a half dozen pupils, is a hazardous experiment. No member of a school committee, no superintendent, can insure success to any teacher. If it comes at all, it must be won through determination and persistence in searching out and adapting the best methods of the best teachers, and through continued study of what is to be taught. To have good schools here or anywhere, there must be good teachers. "It is the teacher earnestly and truly entering into the work, who chiefly interests and educates the child; who shows him how to study, how to learn, and who infuses into the youthful mind an ambition for success and usefulness."

Any intention of criticising our teachers as a body, is disclaimed. Generally, they have been earnest and faithful,

and are thus entitled to your fullest confidence. It is no disparagement to them to urge that as vacancies occur, their ranks may be filled with the best teaching talent available.

READING.

A failure to cultivate a love for reading is a too common defect in nearly all schools. The mechanical part of reading is generally fairly taught; and then children are turned loose to take their chances among light, exciting and positively pernicious books on the one hand, and injudiciously selected books of travels, history, biography and science on the other. The general practice of confining the school exercise in reading to one small book, and reading the pieces until they are memorized, tends to make reading unattractive. The book loses its interest from constant use.

As through reading comes knowledge, it is, first of all, important to learn to read understandingly; then to cultivate a desire to read, and give judicious direction to that desire. Children naturally love to read, and, if not disheartened in their earlier attempts, they will continue to read as time and opportunity present. But what shall direct their choice among the absolutely vile, the weak and silly, and the instructive? "The rising generation must either rise or sink to the level of the books they read." Most children must depend upon the common school for all their literary culture.

The instruction will not rise above its source. Though many teachers now make no attempts in this direction worthy of a name, they can become more interested in personal culture. They must do so, in order to better fit themselves for properly guiding others.

"Books are the cheapest and best of all teachers to those who love them, and can use them. A reading people can never be an ignorant people. The children who read stories will learn to love books. They will pass from stories to

history, poetry, philosophy, science, and the whole round of learning, and especially if the other parts of their school work be well done, the school will gain in interest and fruitfulness. Dull intellect will awaken. Thoughts will kindle. Talk will be heard, full of imagination, reasoning, conjecture, and fruitful debate. Other lessons will be better learned because of increased intelligence."

During the last year a judicious beginning was made in supplying supplementary reading, but we greatly need much more. The books should be wisely selected and suitable for all grades. Teachers generally avail themselves of such books and selections as they find in their own readings, but they need still more. There is no probability of there being too much reading matter, or that what may be obtained will remain unused. The pupils are all anxious to have something new to read, and will eagerly read all that may be procured for them by a generous public and by interested teachers.

MUSIC.

Music is generally classed among "ornamental" branches, and the propriety of teaching it at all in public schools is sometimes called in question. But to a thoughtful person, its value aside from that of an accomplishment is by no means trifling. As a disciplinary influence, it is of great value. "In proportion" says some writer, "as children can be taught to sing together, the rod, the ferule, and the whole style of old time discipline which made so many schools a bear garden, bulldozed by a keeper, must pass away."

Agassiz once said to one of his pupils, "Your great deficiency as a naturalist, is a want of a severe precision of thought; go and take lessons from a good teacher of music." Up to the last term a certain amount of time was devoted to

daily practice, and to weekly lessons given by a special teacher. Since then, the teachers have generally done as well as they could in the absence of any definite directions. But isn't there reason to fear that our pupils may be taught or allowed to learn a few cheap tunes by rote, for amusement or display, and remain ignorant of the elements? If it is valuable, as most agree, its value should be recognized, the best system of instruction adopted, and presented by faithful, competent teachers, under guidance of a special teacher, who has the requisite talent, training and tact to manage children and interest them. But if the additional expense is an insurmountable objection, the ability to sing, and to teach music, must be added to the present qualifications of teachers. There is a risk of lack of interest or want of judgment on the part of the regular teachers, which would make the music exercise dull and unprofitable.

DRAWING.

In this important branch of education, our schools are making excellent progress. The exhibits of drawings from all grades of schools near the close of the last year, was unanimously pronounced highly commendable. To many parents it presented the subject in a new light. Instead of still seeming a purely ornamental branch as previously believed to be, it took a more practical form, and its utility as a preparation for skillful labor in after life became more apparent. For it, as a study and practice, the pupils, with very few exceptions, have a great liking. They take pleasure in the work, and pride in doing their best. It is no uncommon thing for pupils in our Primary schools, as well as in other grades, to devote their leisure moments for weeks in perfecting some original design, with as much earnestness as an inventor works upon his pet machine. It is not merely imitative skill with fingers and eye, in copying forms and

figures. It aims at something beyond. It teaches how to see as well as how to draw. It does it by means of exercises having direct application in practical life. Putting aside the ability "to draw something upon something, with something," as of little or no importance of itself, the training given the hand in obedience to the dictates of the mind, the increased powers of accurate observation and of understanding, amply repay for all time and labor devoted to it. It gives a discipline which shows itself most certainly in all school work, and will as certainly assert itself in after life. In short, as an intellectual exercise it must eventually be allowed high rank. "The practice of carefully looking at objects begets keenness of perception—that of faithfully delineating them, accuracy of observation."

It is confidently hoped that no mistaken notions of economy will favor dropping this from the number of school exercises. There is no other which seems more important as a preparation for successful participation in mechanical interests.

COURSE OF STUDY.

The present course of study was adopted nearly six years ago. Since then several important modifications and abridgements have been made. There are only a few copies of the Rules and Regulations remaining, in which the course is printed. Another edition must soon be issued. This presents an opportunity for a revision of the course, to conform to the present application of it in schools, if no further.

I respectfully suggest the following additional changes :

That the teaching of numbers in all grades of the Primary schools be done by means of objects, charts, cards, slates and blackboards, without any text-books.

That all instruction in geography for the same grades be oral. The instruction in both branches, however, should be restricted and guided, as to topics, by special directions.

The topics for oral instruction in natural science might be slightly increased in number. Any teacher interested and interesting in this work, can give Primary children a large amount of valuable and available information without infringing upon other departments.

I also suggest that the Franklin Advanced Second Reader be used in the first class instead of the Third Reader, which is too hard for pupils of that grade. This change should be made at the commencement of the next school year.

INTERMEDIATE SCHOOLS.

If the last named change is made, the Third Reader should be assigned to the lower Intermediate class, instead of the fourth.

The oral instruction in geography in the Primary school will, through better preparation for text-book study, make it possible to take up and thoroughly review the following topics: Form, size, and motions of the earth; chief land and water divisions by name; races of men; climate, plants and animals; the hemisphere; United States; North America; Europe; and Asia.

From the work in arithmetic, most, if not all, of that in addition and subtraction of denominate numbers might be omitted. The portion remaining should be equitably divided into six parts for as many terms.

GRAMMAR SCHOOLS.

In the fourth class multiplication and division of denominate numbers might properly be omitted, and the time saved

thereby, added to that now allowed for general review of the book, before taking the higher one. Would it not be well to devote less time to several of the less important subdivisions of arithmetic, such as reduction of denominate fractions; portions of stock exchange, and of applied percentage, and simple and compound proportion? The remaining portions would furnish all the arithmetical knowledge necessary for nearly all our pupils. This would allow of more careful study of the meaning, conditions, and solution of practical questions. In this respect, there is a lack in instruction. More attention to it will make the arithmetic taught in school more available in practice afterwards.

In the study of geography we should first take up those countries with which we have the closest relations, and about which we read and hear most, for the benefit of those who may drop out of school before finishing the course. All teachers should be required to assign lessons, guide their instruction, and limit the recitations by an established syllabus of topics. I know of no better way to prevent pupils from memorizing a mass of rubbish of no value whatever after the recitation hour. Limiting the number of topics, does not necessarily limit the knowledge pertaining to these topics, to that found in the text-book used. It should be drawn from other geographies, from books of travel, from newspapers, or any reliable source.

TEXT-BOOKS.

The only change of text-books I would now recommend, relates to the Physiology. It is objectionable in very many important respects, and imposes upon teachers considerable additional labor in supplying deficiencies and making its statements more definite. It is evidently abridged from a larger work, hastily done, and lacks clearness.

PERSONAL.

It is due to myself, perhaps, in view of the somewhat general impression that the Superintendent has but little to do, or does but little, to make the following statement. I do it not for the purpose of making it appear that the duties I have undertaken to perform are burdensome, but as a matter of information to those who honestly entertain the idea that there is, and can be, but little to attend to.

Within the last year, I have made seven hundred and twenty-four visits to the schools of the district; have held twenty teachers' meetings, for conference and instruction; have carefully prepared a syllabus of topics upon language, for the work of two entire terms, including all matter to be considered, with detailed statements as to methods, a substitute for a text-book; have personally valued over twenty-two thousand written answers at examinations; have reviewed over thirty-three thousand answer valued by teachers; have tabulated, for the use of committees and as a matter of record, the standing of every pupil, in from two to four branches, in thirteen Intermediate and sixteen Grammar classes, in all about six hundred pupils, three times during the year; have prepared for examinations forty-one sets of questions for the same grades; have three times personally examined and ranked in reading from the reader, and at sight, thirty-two classes; have prepared questions for, and valued answers from fifty-eight candidates for the High school; have examined at the office seventy-four pupils for admission to school, more than half of them by writing, besides attending to a large number of office calls, and an increasing correspondence regarding matters of education elsewhere.

To the performance of these duties, I have devoted all my time and attention, except so much as has been required in

looking after the financial interests of the district. With what degree of success, you, who know what I have done, and how I have done it, who have kindly and cheerfully advised and encouraged me, may decide.

D. C. ALLEN.

Respectfully submitted,

JOHN H. GEORGE,
CHARLES P. SANBORN,
EVERETT L. CONGER,
ELISHA ADAMS,
OLIVER PILLSBURY,
WARREN CLARK,
P. B. COGSWELL,
HENRY J. CRIPPEN,
A. B. THOMPSON,

Board of Education.

Concord, March 20, 1880.

REPORT OF DISTRICT NO. 20.

Our schools for the past year have, we think, been very prosperous. Thirty-five weeks of school have been taught in the course of the year, divided into terms as follows: summer term, ten weeks; fall term, twelve weeks; winter term, thirteen weeks.

Teachers that are well qualified and adapted to the work of governing, as well as teaching, have been employed. Thoroughness characterized the recitations, and the motto seemed to be quality not quantity. The closing examinations were very satisfactory, and were enjoyed by a large number of our citizens.

The same teachers have had charge of the several departments for the entire year. Second Primary, Miss Lizzie E. Rolfe; First Primary, Miss Maria Carter; Intermediate, Miss Carrie E. Pearson; Grammar, Miss Lucy L. Drown. One hundred and ninety-seven different scholars have attended, with an average for the year of one hundred and forty-four. Entire harmony has prevailed, and a desire to learn on the part of most of the scholars has been manifest. Our grading is not what we could desire, but the best we can do with the material we have.

Our Primary schools are so full that we are obliged to send some into the Intermediate room before they are really qualified; so the grade is unavoidably lowered. No change of text-books has been made during the year, and we believe that changes should be made only when there is an imperative demand.

A new feature has been introduced the last term by having a teacher of vocal music, devoting a part of one afternoon in a week to giving instruction in singing. This we believe to be a move in the right direction, and although without expense, thus far, we believe that the small expense necessary for employing a teacher for that purpose would be more than compensated by the great advantage it would be to the large number of our children and youth, who have no other opportunity of learning this important branch of education; and we do earnestly hope the district will instruct the Prudential Committee to employ a person for that purpose.

TABLE OF ATTENDANCE.

SCHOOLS.	TERMS.	TEACHERS EMPLOYED.	No. of weeks school.	Whole No. of scholars.	Average attendance.
Second Primary,	Summer,	Lizzie E. Rolfe.	10	42	39
	Fall,		12	56	52
	Winter,		13	51	48
First Primary,	Summer,	Maria Carter.	10	39	36
	Fall,		12	39	38
	Winter,		13	36	34
Intermediate,	Summer,	Carrie E. Pearson.	10	38	36
	Fall,		12	36	35
	Winter,		13	39	37
Grammar,	Summer,	Lucy L. Drown.	10	30	26
	Fall,		12	27	24
	Winter,		13	32	31

Respectfully submitted,

FRANK A. ABBOTT,
JOHN H. ROLFE,
ABIAL ROLFE,

Superintending School Committee.

REPORT OF DISTRICT NO. 12.

The schools have been in session the past year thirty-two weeks up to the first of March, and will probably continue through the month.

The first term continued nine weeks; the second term eleven weeks, and the third term twelve weeks. The Grammar school has been taught the whole year by Lizzie M. Sylvester, a graduate of the Concord High School. Miss Sylvester is a thorough and successful teacher, and her scholars have made commendable progress in their studies. The first term of the Primary school was taught by Miss Etta M. Kimball, also a graduate of the High school, who resigned at the end of the term to accept a situation in the Chandler school in Union District. Miss Kimball was a faithful and efficient teacher, and it was with regret that the committee accepted her resignation.

The second and third terms were taught by Miss Sarah A. Sawyer, of Webster, a graduate of the State Normal school. Miss Sawyer's method of teaching interests the youngest scholars. Rapid advancement has been made, and a high standard of deportment maintained in this school under her charge. We think we may congratulate the people of the district on having a year of school so satisfactory and successful. We think the present system a good one, and that it is the part of wisdom to continue it. Considerable improvement has been made during the year in uniformity of text-books and classification, but there is still room for more in the same direction, which we hope may be accomplished during the coming year.

TABLE OF ATTENDANCE.

SCHOOLS.	TERMS.	TEACHERS EMPLOYED.	No. of weeks.	Whole No. of scholars.	Average attendance.
Primary,	{ First,	Etta M. Kimball.	9	43	35
	{ Second,	Sarah A. Sawyer.	11	48	41
	{ Third,	Sarah A. Sawyer.	12	40	31
Grammar,	{ First,	Lizzie M. Sylvester.	9	29	26
	{ Second,	Lizzie M. Sylvester.	11	29	25
	{ Third,	Lizzie M. Sylvester.	12	39	32

GEORGE H. CURTIS,
JOSEPH E. PLUMER,
JOHN T. BACHELDER,

Board of Education.

FIRST ANNUAL REPORT
OF THE
BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 3.

We have had thirty-one weeks of school the past year,—nine weeks in the spring, ten in the fall, and twelve in the winter.

The organization of the school for the spring term was into the three usual departments—Primary, Middle and Grammar. Miss Bertha P. Humphrey continued in charge of the Primary department with her usual success, which is praise enough. The Middle department was under the charge of Miss Florence Quimby, and was conducted in a manner highly creditable to the teacher and satisfactory to the Board. The Grammar department was not an entire success. The system, which had been adopted by vote of the district some years previous, required a male teacher in that department, and we hired the best man who would work for the wages we could afford to pay. Mr. O. E. Kingsbury came well recommended, was a modest and gentlemanly appearing person, and undoubtedly tried hard to do his duty as a teacher ; but either want of experience, lack of natural ability in that line, or fear of incurring the displeasure of scholars and parents,—perhaps all combined,—caused a failure on his part to carry out his instructions, and the condition of the school at the close of the term was not encouraging. The Board concluded that better talent must be engaged the next term for that department ; that better wages must be paid in order to get better work, and the experiment was tried of two schools instead of three—larger schools and larger pay—with the following results :

We were very fortunate in our venture in being able to procure the services of Mr. Warren Abbot, well known in this vicinity as a gentleman and successful teacher, who quickly arranged and classified the older half of the scholars, and so instructed and interested them that, at the close of the term of ten weeks, it seemed doubtful whether vacation was really welcome to a majority of the pupils. Miss Humphrey succeeded admirably in charge of the smaller scholars, and your committee failed to discover that the school had suffered any detriment from the new arrangement.

Miss Humphrey readily resumed charge of her department for the winter term, and would have carried it through successfully but for a severe attack of throat disease, which obliged her to relinquish it at the beginning of the eleventh week. Miss Lucy Holden kindly undertook to finish out the term, but was also obliged to yield to a sore throat and bad cold, so that department was closed nearly a week before the regular time.

We would gladly have continued Mr. Abbot in the Grammar department, but business required his attention in California, and a successor had to be found. Mr. Charles A. Caldwell, a professional teacher of considerable experience, came highly recommended, and was selected from quite a number of applicants. Mr. Caldwell is a young man of good abilities, a college graduate, who has chosen teaching as his profession, and is devoting himself to it with zeal and a determination to achieve a reputation. He has done first rate work in our school, and with proper encouragement and just compensation can probably be retained in our school as now arranged. The whole number of scholars in his department the last term was fifty-seven; average attendance, ninety per cent. Fifty scholars make a large school, but a smart teacher can make a good show in it if allowed his own method of arrangement and classification. Better results can be

obtained with fifty scholars under a competent teacher, than with thirty scholars under a cheap man. If it is a choice of evils with us, let us be sure and choose the lesser.

If the present system is continued, it may be necessary to have some assistance in the lower school. These little folks cannot be kept perfectly quiet, and the noise of their constant twisting and turning is more wearing to the teacher than all the labor of hearing lessons and giving instruction. An assistant might be procured at slight expense to spend an hour in the morning and another in the afternoon, to hear the youngest children say their letters, and then the room might be relieved from the confusion of perhaps twenty of these little, nervous folks, who would be much better out at play.

Our situation is just this: We have rather too many scholars for two schools, but not enough for three. If the time should come when we must accommodate say one hundred and forty scholars, the third department will necessarily be resumed.

ABIJAH HOLLIS,
CYRUS M. PERRY,
WYMAN W. HOLDEN.

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~~Charles Knight~~

Henry Jones

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